

Case Study Notes for Teachers

Student Name: _____ Case Title: _____

1. Summarize the Case Study by answering the following questions. The summary is to help students categorize specific information from the case study. Also the questions below aim to help students think critically about the information to examine how health problems often are caused by diverse factors and solved by both health professionals and non-professionals.
 - a. What is the health challenge highlighted in your case study? At a minimum, students should name the disease mentioned in the case study. More advanced students may also point out social, economic and environmental conditions related to the health challenge—e.g., warm and rainy regions for malaria, areas without a sanitation infrastructure for diarrheal diseases, lack of access to treatment or good information for HIV/AIDS.
 - b. Where is this happening? HIV/AIDS (U.S.), malaria (DC, Mozambique and Zambia, or worldwide), smallpox (worldwide), diarrheal diseases (Bangladesh)
 - c. When does/did this occur—present or past? Most of the case studies provide both past and present information.
 - d. Whom does it affect? Why or how? Students may answer literally that babies and children are most affected by malaria and diarrheal diseases; people with specific behavior patterns for HIV; people living in a place that has little control over insects for malaria; etc. This is an opportunity to guide students to think about how the health problems can affect everyone.
 - e. What were or are some factors that cause the health challenge? (Consider various factors such as the germ, environment, local conditions and culture, etc.) This is another opportunity for students to think beyond biological factors—e.g., germs, genetics—and consider other factors that make a person vulnerable to an infectious disease. For example, a person may be more prone to an infectious disease when lacking access to good health care, affordable and nutritious food, sanitation systems, etc.
 - f. What were or are the solutions to the health challenge? Student responses may include:
 - Conducting research to find vaccines, treatments or cures
 - Involving and training local people affected by the disease
 - Protecting and advocating for the rights of people with infectious diseases
 - Changing environmental conditions to eliminate the spread of the disease
2. What critical information was used in solving the health challenge? List two or more pieces of information. Students may mention various scientific facts about the germ, transmission methods, and symptoms, etc. Students should also mention other types of critical information such as understanding a cultural norm, involving and training local community members, international collaboration, affordable and better ways of producing and delivering health solutions, understanding and advocating for the rights of those with infectious diseases and others without.
3. Who was or is involved in solving or addressing the health challenge? Students may name scientists and researchers, but the case studies include those who are young people (Ryan White), non-health professional women (BRAC), local people (smallpox, malaria, HIV/AIDS and BRAC)—activists, people being trained, participating in research etc. This scaffolds for students to consider that successful solutions to a health problem involves many people such as health workers and researchers, patients, community members, various types of organizations, etc.
4. Do you consider the solution(s) effective/successful? Why or why not? Students can apply their understanding of the case and synthesize their own thoughts on whether the solution seems sustainable and successful. This may include consideration of who developed the solution and how the solution has been developed and implemented in diverse communities. Students may also evaluate whether the solution(s) has been or will be sustainable in the long term.